Appendix G: 2003-04 E-TOTE Survey Items

E-TOTE
Tennessee Annual Technology Survey
Survey Items for 2003-04

The Annual E-TOTE Technology survey collects data both at the school and district level. The data are used in the state's annual reports to the US Department of Education and comprise part of the needs assessment component of the state education technology plan.

- The E-TOTE Survey website is available online at http://tn.ontargetus.com/.
- Survey reports can be found online at http://tn.ontargetus.com/TNReports/

District	Item
District Profile	
1.	*Please provide, verify and/or amend the following general information about your district*
	District
	Street
	City
	Zip
	Phone
	Fax
	Technology Coordinator's Name
	Technology Coordinator's Email
2.	Is the "Technology Coordinator" position a full-time technology position ___Yes ___No
3.	**Network and Internet Access**
	System relies totally on the ConnecTEN internet backbone to carry internet to the school building
	System relies only on the ConnecTEN internet backbone to carry internet to a single egress point
	System does not utilize the ConnecTEN internet backbone
	Technology Support
1.	*Although some technical support and training may be provided at schools by teachers receiving an additional stipend, exclude these from your answer to these questions. (You may include the technology coordinator(s) in these counts.)*
1.a	Number of technology technicians on district payroll (in full-time equivalents)
1.b	Number of technology integration trainers on district payroll (in full-time equivalents)
2. (new item)	What kind of technical support do students provide in your district (either officially or unofficially)? (Check all that apply)
	Student provide no technical support, either officially or unofficially
	Troubleshooting problems
	Setting up equipment and wiring
	Technical maintenance
	Other (Maintaining Web site, hardware, upgrades and repair, helping other students)
	Assisting teachers with technology
	Installing and maintaining software
	Network management
3. (new item)	Does your district provide formal technology training to students who provide technical support? ___ Yes ___ No
WEB Presence	
1.	What is the URL for your district home page? (if none, enter "none")
2.	Does your district have a district web master?
	Yes, full-time
	Yes, only part-time
	No, but we subcontract out the web design work
	No
3a.	Does your district have its own web server? ___ Yes ___ No
3b.	If you do have your own web server, does (or will) your district host pages for individual schools within your system? ___ Yes ___ No ___ No web server
Email	
1.	What kind of email service is available to your teachers and administrators?
	State email network (Ten-Nash)
	District email server

District	Item
	Both
2.	What is your district policy regarding student email accounts?
	Students not allowed to use email at school
	Student email accounts provided by district email system
	Students permitted to use free Web based email
	No district policy regarding student email
District Computers	
(new item)	How may computers in central offices and dedicated training facilities are connected to the internet? (Do not count those located and counted in school buildings)
(new item)	What is the dominant Operating System on the computers in central offices and separate training facilities? Choose one: ___Macintosh ___Windows ___Both present, but Macintosh predominates ___Both present, but Windows predominates ___DOS ___Linux
Funding	
1. new item	Of the total local budget, excluding federal and grant funds, what percentage is allocated to technology (includes infrastructure, equipment, payroll, professional development, software)? ___0-0.4% ___0.5-3.5% ___3.6-6.5% ___6.6-9.5% ___Over 9.5%
2. new item	What percentage of the total technology budget (including BEP funds and credits) do you estimate is spent on: (total can not exceed 100)
	Hardware
	Networks
	Software
	Service/support
	Peripherals
	Internet services
	Professional development
	Supplies
	Training for technical staff
SUBMIT BUTTON (new item)	The District survey will contain a Submit function that will close the district survey to further data entry and signal that the district is finished with its district survey.
END OF DISTRICT PROFILE	

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School	Item
Account Profile	
	Please provide, verify and/or amend the following generation information about your district
	District Name
	District Number
	School Name
	School Number
	Street
	City
	Zip
	Phone
	Fax
	Principal's Name
	Principal's Email (if none, type "none")
	School Web Site Web-address (if none, type "none")
	Person Completing Survey:
	Name
	Position
	Email (if none, type "none")
	Submit Date
(new item)	Did this school report E-TOTE last year? ___ Yes ___ No
(new item)	Are you a new school? ___ Yes ___ No
PROFILE INFORMATION	
1.1	**School Information**
1.1.1	Please type in the total numbers within your school for the following: (Definitions: A "computer lab" is a schoolroom having 10 or more stationary computers, available for student or rotating classes use, but not assigned as a regular classroom on your school schedule; a lab is not the library, although it may be adjacent to the library. For "teachers," do not count paraprofessionals or aides. Do not count guidance counselors or librarians unless they have regular classroom instructional duties. Indicate teachers in "full-time equivalents" (FTEs). For example, if you have 10 full-time teachers and one half-time who may or may not teach in another school the other half-time, record 10.5 teachers.
	Students
	Teachers (full-time equivalents)
	Classrooms
	Computer Labs
1.1.2	What grades are taught at this school? (Check all that apply)
	PK
	K
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	11
	12
	Ungraded

School	Item
1.1.3 (new item)	Are these the same grades served by your school last year? ___ Yes ___ No
1.1.4 (new item)	How many students in the following grades are enrolled at your school (if none, answer "0")?
	Second
	Fifth
	Eighth
	Twelfth
1.2	**Special Program Information** What special programs are in your school? (Check all that apply)
	(a) Vocational Programs
	(b) Special Education
	(c) Alternative Education Programs
	(d) Grant programs this year
	(e) Title I or Targeted Title I assistance
(new item)	(f) Adult High School Programs
(new item)	(g) Magnet or Optional School
(new item)	(h) Charter School
(new item)	(i) None of these special programs
1.2.1 (new item)	Does your school serve ONLY adult high school, special education, and/or alternative education students? ___ Yes ___ No
TENNESSEE STAR CHART	For each of the four key areas in the STaR Chart, a series of 5-6 indicators is provided for you to use to indicate your school's Level of Progress (1-4). It is possible that your school may have more than one Level of Progress. However, for each indicator, select the one Level that best describes your school.

2.1 Teaching and Learning

A.	**Impact of Technology on Teacher Role and Collaborative Learning.**
1.	Teacher-centered lectures; students use technology to work on individual projects
2.	Teacher-directed learning; students use technology for cooperative projects in their own classroom
3.	Teacher facilitated learning; students use technology to create communities of inquiry within their own community
4.	Teacher as facilitator, mentor, and co-learner; and student-centered learning, teacher as mentor/facilitator with national /international business, industry, university communities of learning
B.	**What characterizes the overall pattern of teacher use of technology at your school?**
1.	Teachers use technology as a supplement.
2.	Teachers use technology to streamline administrative functions (i.e., gradebook, attendance, word processing, e-mail, etc.)
3.	Teachers use technology for research, lesson planning, multimedia and graphical presentations and simulations, and to correspond with experts, peers, and parents.
4.	Integration of evolving technologies transforms the teaching process by allowing for greater levels of interest, inquiry, analysis, collaboration, creativity and content production
C.	**The instructional setting where and frequency when digital content is used are characterized by**
1	Occasional computer use in library or computer lab setting
2	Regular weekly computer use to supplement classroom instruction, primarily in lab and library settings
3	Regular weekly technology use for integrated curriculum activities utilizing various instructional settings (i.e.,: classroom computers, libraries, labs, and portable technologies)
4	Students have on-demand access to all appropriate technologies to complete activities that have been seamlessly integrated into all core curriculum areas
D.	**How is technology generally used within the curriculum content areas in your school?**
1	No technology use or integration **occurs** in the core curriculum subject areas
2	Use of technology is minimal in core curriculum subject areas
3	Technology is integrated into core subject areas, and activities are separated by subject and grade
4	Technology is integrated within all subject areas
E.	**Technology Applications Assessment. (Select the best description)**
1	*Schools with Grades K-8:* Within each grade level cluster (K-2, 3-5, 6-8), some but not all Technology standards are met *High Schools:* At least 4 Technology Applications courses offered
2	*Schools with grades K-8:* Within each grade level cluster (K-2, 3-5, 6-8), most Technology standards are met *High Schools:* At least 4 Technology Applications courses offered and at least 2 taught

School	Item
3	*Schools with grades K-8:* Within each grade level cluster (K-2, 3-5, 6-8), all Technology standards are met and Grade-level benchmarks (K-8) are established *High Schools:* At least 4 Technology Applications courses offered and at least 4 taught
4	*Schools with grades K-8:* Within each grade level cluster (K-2, 3-5, 6-8), all Technology standards are met and Grade-level benchmarks (K-8) are met *High Schools:* All Technology Applications courses offered with a minimum of 4 taught, or included as new courses developed as local elective or included as independent study course
F.	**What is the typical pattern of student use of technology?**
1	Students occasionally use software applications and/or use tutorial software for drill and practice
2	Students regularly use technology on an individual basis to access electronic information and for communication and presentation projects
3	Students work with peers and experts to evaluate information, analyze data and content in order to problem solve Students select appropriate technology tools to convey knowledge and skills learned
4	Students work collaboratively in communities of inquiry to propose, assess, and implement solutions to real world problems Students communicate effectively with a variety of audiences
2.2 Educator Preparation and Development	
G.	**What is the typical training content in your teacher technology-related professional development?**
1	Technology literacy skills including multimedia and the Internet
2	Use of technology in administrative tasks and classroom management; use of Internet curriculum resources
3	Integration of technology into teaching and learning; **regular use of** internet curriculum resources to enrich instruction
4	Regular creation and communication of new technology-supported, learner-centered projects; vertical alignment of all technology application curriculum standards; anytime anywhere use of Internet curriculum resources by entire school community
H.	**What comes closest to the percentage of your educators who meet most of the ISTE technology proficiencies and implement them in the classroom?**
1	10%
2	40%
3	60%
4	100%
I.	**Which description most closely characterizes your building administration's leadership with technology?**
1	Recognizes benefits of technology in instruction and minimal personal use
2	Expects teachers to use technology for administrative and classroom management tasks; uses technology in some aspects of daily work
3	Recognizes and identifies exemplary use of technology in instruction; models use of technology in daily work
4	Ensures integration of appropriate technologies to maximize learning and teaching; involves and educates the school community around issues of technology integration
J.	**When technology-related professional development occurs for your teachers, which describes the model that is most often used?**
1	Whole group
2	Whole group, with follow-up to facilitate implementation
3	Long term and ongoing professional development; involvement in a developmental/ improvement process
4	Creates communities of inquiry and knowledge building; anytime learning available through a variety of delivery systems; individually guided activities
K.	**Where are most of your teachers in terms of their understanding level and patterns of technology use?**
1	Most at **entry** or **adoption** stage (Students learning to use technology; teachers use technology to support traditional instruction)
2	Most at **adaptation** stage (Technology used to enrich curriculum) Most beginning to use with students
3	Most at **appropriation** stage (Technology is integrated, used for its unique capabilities)
4	Most at **invention** stage (Teachers discover and accept new uses for technology)
L.	**Considering all sources of technology funds that benefit your school, what percentage is allocated to technology professional development?**
1	5% or less
2	6-24%
3	25-29%
4	30% or more
2.3 Administration and Support Services	

School	Item
M.	**Consider your School Improvement Plan (TSIP), other strategic vision documents, and the actual vision embodied in practice. Which of the following most accurately characterizes your school?**
1	Technology is only minimally addressed in our TSIP; technology used mainly for administrative tasks such as word processing, budgeting, attendance, gradebooks
2	Technology planning in TSIP aligns with the state long range technology plan and the district technology plan; technology used for internal planning, budgeting, and applying for external funding and discounts. Teachers/ administrators have a vision for technology use for direct instruction and some student use.
3	In addition to the above, the plan is collaboratively developed, and is used to guide policy and practice and is regularly updated. The school plan addresses technology curriculum standards and higher order teaching and learning. Administrators use technology tools for planning.
4	In addition to the above, the plan is actively supported by the local and district administration and is updated at least annually. The plan focuses on student success; is based on needs, research, proven teaching and learning principles. Administrators use technology tools for planning and decision making.
N.	**At your school, what is the technical support situation?**
1	No on-site technical support; technical support is by call-in with response time greater than 24 hours
2	At least one technical staff to 750 computers, with centrally deployed technical support call-in; response time less than 24 hours
3	At least one technical staff to 500 computers with central technology support that uses remote management software tools. Tech support is centrally deployed with minimal campus-based technical support on-site; response time is less than 8 hours
4	At least one technical staff to 350 computers, both centrally deployed as well as dedicated campus-based. Central technology support uses remote management software tools. There is on-site technical support with response time is less than 4 hours
O.	**Instructional and Administrative Staffing**
1	No full time dedicated district level Technology Coordinator; rely on campus educator serving as local technical support
2	Full-time district level Technology Coordinator. Centrally located instructional technology staff with one for every 5,000 or more students. Additional staff as needed, such as trainer, webmaster, network administrator
3	Full-time district level Technology Coordinator. Centrally located instructional technology staff with one for about every 1,000 students. Additional staff as needed
4	Full-time district level Technology Coordinator. Dedicated campus-based instructional technology support staff—one per campus plus one for about every 1,000 students. Additional staff as needed
P.	**Budget. Select the best description of how your school spends its technology funds, whether from donations, building level funds or budget, or district apportionment.**
1	For hardware and software purchases and professional development
2	For hardware and software purchases and professional development, minimal staffing support, and some ongoing costs
3	For hardware and software purchases and professional development, adequate staffing support, and ongoing costs
4	For hardware and software purchases, sufficient staffing support, costs for professional development, facilities and other ongoing costs. Appropriate budget to support the technology in the TSIP
Q.	**Funding. What best describes the source for your school technology funding? (Consult with your district TC for advice on best answer.)**
1	School level fundraisers only
2	Fund raisers, minor grants, minimal local funding managed at the district level
3	Grants, E-Rate discounts applied to technology budget, locally supplemented through tax dollars
4	Other competitive grants, E-Rate discounts, locally supplemented through tax dollars. Other state and federal programs directed to support technology funding, bond funds, business partnerships, donations, foundations, and other local funds designated for technology

2.4 Infrastructure for Technology

R.	**How many students are there for each computer and how regularly are these computers replaced? ("refresh cycle")**
1	Ten or more students per Internet-connected multimedia computer with a refresh cycle of every 6 or more years
2	Between 5 and 9 students per Internet-connected multimedia computer and a refresh cycle every 5 years
3	Four or less students per Internet-connected multimedia computer and a refresh cycle every 4 years
4	In addition to 4 or less students per Internet-connected multimedia computer, on-demand access for every student; refresh cycle 3 or less years
S.	**Which best described the internet access, connectivity type, and speed at your school? (Recommend consulting with your district TC.)**
1	Only dial-up connectivity to the Internet is available and that is only on a few computers
2	Direct connectivity to the Internet is available in 50% of the rooms, including the library. There is adequate bandwidth to the campus to avoid most delays
3	Direct connectivity to the Internet in 75% of the rooms, including the library. There is adequate bandwidth to each classroom over the local area network (at least 10/100 MB LAN) to avoid most delays, with easy access for students and teachers

School	Item
4	Direct connectivity to the Internet in all rooms. There is adequate bandwidth to each classroom over the local area network (at least 100 MB or fiber network LAN) and easy access for students and teachers including some wireless connectivity
T.	**Distance Learning. Which best characterizes the state of distance learning at your school? The ~~three~~ delivery methods included here are web-based, satellite, and 2-way interactive video.**
1	No Web based/online learning, satellite based learning, OR two-way interactive video distance learning capabilities available at the school
2	Available in the school: web-based/on-line learning and/or satellite based learning, but not two-way interactive video. Available in the district: two-way interactive video distance learning capability
3	Web-based/on-line learning and/or satellite-based learning available at the school and two-way interactive video distance learning capabilities available in at least one classroom
4	Web-based/on-line learning and/or satellite-based learning available at the school and two-way interactive video distance learning capabilities available at the school in multiple classrooms
U.	**What best describes your school's local/wide area network (LAN/WAN)?**
1	Limited print/file sharing network with some shared resources available on the school LAN
2	Most rooms connected to the LAN/WAN with student access available. Minimum 10/100 Cat 5 hubbed network. High-end servers, such as Novell or NT servers, serve some applications
3	All rooms connected to the LAN/WAN with student access; minimum 10/100 Cat 5 switched network; and high-end servers (such as Novell or NT) serving multiple applications
4	All rooms connected to the WAN sharing multiple district-wide resources; school is connected to robust WAN with 100 MB/GB and/or fiber switched network that allows for resources such as, but not limited to, video streaming and desktop videoconferencing. Easy access to network resources for students and teachers, including some wireless connectivity
V.	**What is the status of various other technology resources at your school?**
1	Shared use of resources such as, but not limited to, TVs, VCRs, digital cameras, scanners, classrooms sets of programmable calculators
2	One educator per computer with shared use of resources such as TVs, VCRs, digital cameras, scanners, digital projectors, and analog video cameras; classrooms sets of programmable calculators
3	One educator per computer with dedicated and assigned use of commonly used technologies such as computers with projection devices, TVs, VCRs, programmable calculators assigned to each student, and telephones in each classroom. Shared use of specialized technologies such as digital cameras, scanners, document cameras and projectors, and digital video cameras
4	One educator per computer with fully equipped class rooms with all the technology that is available to enhance student instruction readily available including all of the above as well as the use of new and emerging technologies
NOTE on Tennessee STaR Chart:	*Adapted by the Tennessee Department of Education with permission from (1) the Texas STaR Chart (developed by the Educational Technology Advisory Committee of the Texas Education Agency) and (2) the STaR Chart originally created by the CEO Forum. Find the [original] STaR Chart online at ww2.iste.org/starchart. Copyright © 2002, ISTE (International Society for Technology in Education), 800.336.5191 (U.S. & Canada) or 541.302.3777 (Int'l), iste@iste.org, www.iste.org. All rights reserved. Permission does not constitute an endorsement by ISTE*

EQUIPMENT COUNT

3.1	**Computer Count**
	Using the definitions presented here, write the number of computers of each type in each location. Do not leave blanks. When appropriate, type "0" to indicate no computers of a certain capacity in a given location.
	Definitions: **High Capacity:** Pentium III (PCs) or Macintosh G4 or higher **Mid Capacity:** Pentium II or Macintosh G3 **Low Capacity:** Thin client, Pentium, 486 processors or 68040 processors (Macintosh, Centris, Quadra, LC 475, LC 575, LC 580) that are still in use

Type	Offices	Classrooms	Computer Labs	Library/Media Center	Mobile including laptops
High Capacity					
Medium					
Low					

3.2	**Classroom Computer Access**
3.2.1	How many classrooms (not including labs or library media centers) have **at least one** mid- or high-capacity computer connected to the Internet available for the teacher to use?
3.2.2	How many classrooms (not including labs or library media centers) have **at least one** mid- or high-capacity computer connected to the Internet available for the students to use? (Be sure to include in this count any classrooms counted in the item above where the students are permitted to use the computer which is available to teachers.)
3.2.3	How many classrooms (not including labs or library media centers) have **at least 5** mid- or high-capacity computers connected to the Internet available for students to use? (Be sure to include those counted in the item directly above.)

School	Item
3.2.4	How many instructional computers in all (in classrooms, labs, libraries, but NOT in offices) are connected to the internet?
3.2.5 (new item)	How many non-instructional computers (offices, libraries) are connected to the internet? (Do not count file servers)
3.3	**Computer Projection Devices (If the answer is "none", type in "0")**
3.3.1	How many classrooms have a computer projection device or LCD Panel connected to an online computer?
3.3.2	How many classrooms have a TV of sufficient size for classroom viewing connected to an online computer?
3.3.3	How many classrooms have an interactive whiteboard connected to an online computer?
3.3.4	How many computer labs (not included in the classrooms reported above) have a computer projection device or LCD panel connected to an online computer?
3.3.5	How many computer labs (not included in the classrooms reported above) have a TV of sufficient size for classroom viewing connected to an online computer?
3.3.6	How many computer labs (not included in the classrooms reported above) have an interactive whiteboard connected to an online computer?
3.3.7	How many traveling usable computer projection devices, such as the ones named above, do you have which are not included in the counts above?
3.4	
3.4.1	What is the dominant Operating System (OS) on the classroom computers in your school? ___ Macintosh ___ Windows ___ Both present, but Macintosh predominates ___ Both present, but Windows predominates ___ DOS ___ Linux
3.4.2	What is the dominant Operating System (OS) on the administrative computers in your school? ___ Macintosh ___ Windows ___ Both present, but Macintosh predominates ___ Both present, but Windows predominates ___ DOS ___ Linux

Network Access and Capabilities

4.1	**Home School Communication**
	The following types of electronic Home/School communication systems are in place for our school
	Telephone Homework Hotline
	Voice Bulletins/Voice Mail
	School/District Website
	Email system
	None
4.2	**Wireless/Laptop Computing**
	The following wireless or laptop computing resources are available in our school. (Check all that apply)
	Laptop computers primarily for administrative use
	Laptop computers primarily for teacher use
	Laptop computers primarily for student use
	Wireless laptop computing
	No laptop or wireless computing
4.3	After Hours Technology Resources
4.3.1	What are the PRIMARY technology delivery resources available to students or community after school hours? (Check all that apply)
	Online Internet Resources
	Interactive Video Courses
	Teacher Led Courses
	No After Hours Resources Available
4.3.2	Check any of the technology resources that are available for student or community use after school hours (Check all that apply)
	Computer Lab
	Library/Media Center
	Classrooms
	Interactive Video Classrooms
	Laptop Computers for Teacher Check-out
	Laptop Computers for Student Check-out
	None
	Other
	Specify (other)
4.4	Home Access to the Internet
4.4.1	What percent of the students in your school have access to the Internet in their homes (%)

School	Item
4.4.2	How did you arrive at this percent? ___ Estimation; ___ Survey of Students; ___ Survey of Parents/Guardians; ___ Other
4.4.3	What percent of the teachers/staff in your school have access to the Internet in their homes (%)
4.4.4	How did you arrive at this percent? ___ Estimation ___ Survey of Teachers ___ Other
Student Technology Literacy	
5.1	**Student Technology Literacy.** According to the National Educational Technology Standards for Students, the profiles for technology-literate students include cumulative performances for students prior to their completion of grades 2, 5, 8, and 12. In this section, if you have students in these grades, we ask you to determine what percentage of those students has demonstrated competence in these areas. (The Profiles are used with permission.)
5.2	**Kindergarten-Second Grade Technology Profile:** What percent of all the current second grade students in your school have demonstrated competence in the following second grade expectations?
1.	Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (%)
2.	Use a variety of media and technology resources for directed and independent learning activities. (%)
3.	Communicate about technology using developmentally appropriate and accurate terminology. (%)
4.	Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (%)
5.	Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (%)
6.	Demonstrate positive social and ethical behaviors when using technology. (%)
7.	Practice responsible use of technology systems and software. (%)
8.	Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (%)
9.	Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (%)
10.	Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (%)
11.	For the answers provided above about second grade student technology literacy, what was the primary method you used to determine the percentages? ___ No organized way to ascertain the information ___ Estimates based on teacher informal reporting ___ Student self-reported skills checklist ___ Teacher informal observation using skills checklist ___ Site-developed technology literacy test ___ End-of-experience test for technology application experience ___ Performance-based authentic assessment (portfolios)
5.5	**Third-Fifth Grade Technology Profile:** What percent of all the current fifth grade students in your school have demonstrated competence in the following fifth grade expectations?
1.	Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
2.	Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.
3.	Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
4.	Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum
5.	Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
6.	Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.
7.	Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.
8.	Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities.
9.	Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems
10.	Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

School	Item
11.	For the answers provided above about FIFTH grade student technology literacy, what was the primary method you used to determine the percentages? ___ No organized way to ascertain the information ___ Estimates based on teacher informal reporting ___ Student self-reported skills checklist ___ Teacher informal observation using skills checklist ___ Site-developed technology literacy test ___ End-of-experience test for technology application experience ___ Performance-based authentic assessment (portfolios)
5.8	**Sixth-Eighth Grade Technology Profile:** What percent of all the current eighth grade students in your school have demonstrated competence in the following eighth grade expectations?
1.	Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
2.	Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
3.	Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
4.	Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
5.	Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
6.	Design, develop, publish, and present products (e.g., Web pages, video tapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
7.	Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
8.	Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
9.	Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.
10.	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
11.	For the answers provided above about EIGHTH grade student technology literacy, what was the primary method you used to determine the percentages? ___ No organized way to ascertain the information ___ Estimates based on teacher informal reporting ___ Student self-reported skills checklist ___ Teacher informal observation using skills checklist ___ Site-developed technology literacy test ___ End-of-experience test for technology application experience/course ___ Performance-based authentic assessment (portfolios)
5.12	**Ninth-Twelfth Grade Technology Profile:** What percent of all the current twelfth grade students in your school have demonstrated competence in the following twelfth grade expectations?
1.	Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
2.	Make informed choices among technology systems, resources, and services.
3.	Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
4.	Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.
5.	Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
6.	Evaluate technology-based options, including distance and distributed education, for lifelong learning.
7.	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity.
8.	Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.
9.	Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.
10.	Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

School	Item
11.	For the answers provided above about TWELFTH grade student technology literacy, what was the primary method you used to determine the percentages? ___ No organized way to ascertain the information ___ Estimates based on teacher informal reporting ___ Student self-reported skills checklist ___ Teacher informal observation using skills checklist ___ Site-developed technology literacy test ___ End-of-experience test for technology application experience/course ___ Performance-based authentic assessment (portfolios)
NOTE on student technology literacy profile items:	Based on *National Education Technology Standards for Students - Connecting Curriculum and Technology* , copyright © 2000, ISTE (International Society for Technology in Education), 800.336.5191 (U.S. & Canada) or 541.302.3777 (International), iste@iste.org, www.iste.org. All rights reserved. Permission does not constitute an endorsement by ISTE. For more information about the NETS Project, contact Lajeane Thomas, Director, NETS Project, 318.257.3923, lthomas@latech.edu.
ASSISTIVE TECHNOLOGIES	
6.1	Is assistive technology (e.g., portable word processors and braillers, intellikeys, electronic communication aids for speech or computers with adaptive devices, touch screens) used by students with disabilities or students with learning difficulties? (Choose one answer)
	Yes, for both students with disabilities who have an Individualized Education Plan or a 504 Plan and for students who experience difficulties learning but do not receive special education services or support through a 504 Plan
	Yes, primarily for students with disabilities who have an Individualized Education Plan or a 504 Plan
	No, most teachers are aware of these options but have not been trained how to support students who use the technology.
	No, most teachers are not aware of these options
	No, there is not a clear process in place in our school for obtaining assistive technology
	No students with these needs at this time
END OF SCHOOL SURVEY	